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An Integrated Communications Agency Pilot: Collaborating to Deliver Quality Learning Experiences and Positive Client Outcomes

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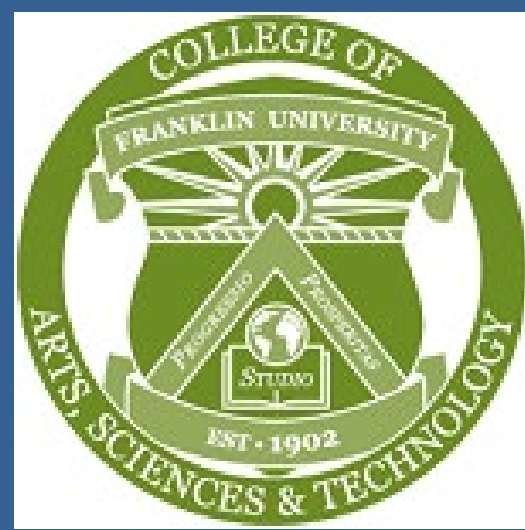
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An Integrated Communications Agency Pilot: Collaborating to Deliver Quality Learning Experiences and Positive Client Outcomes

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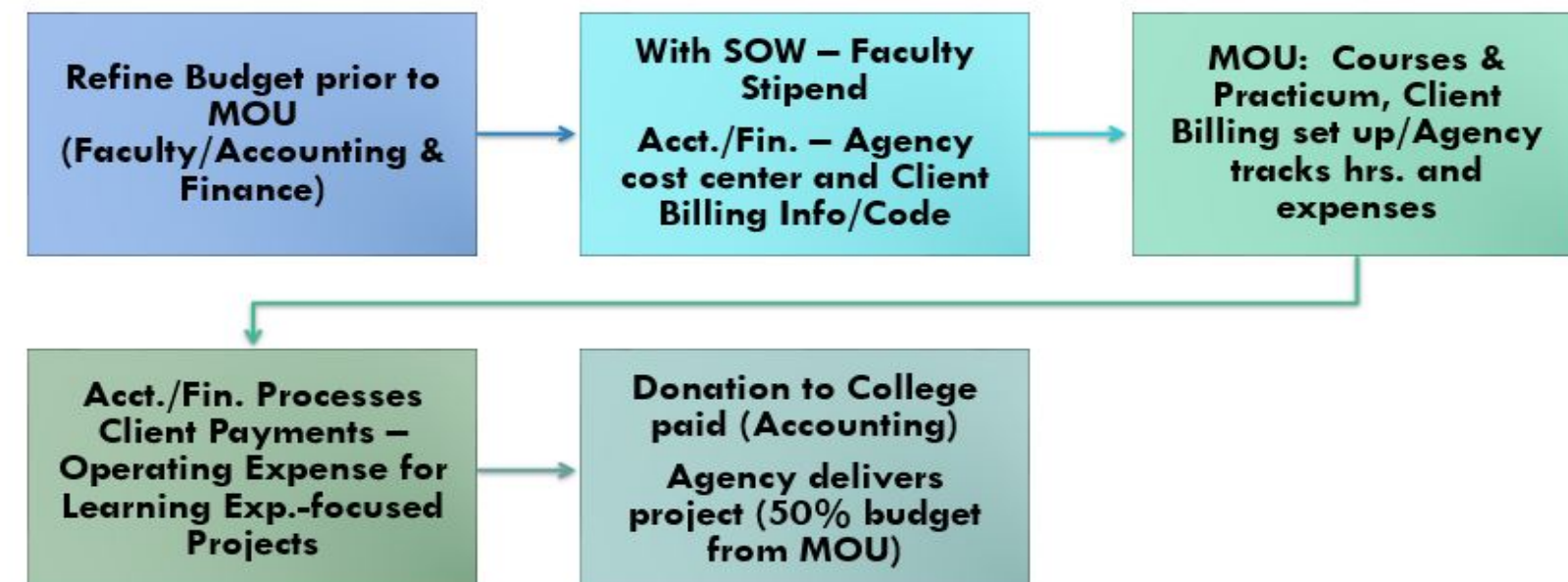
Introduction

Franklin University faculty piloted a student agency concept in 2017-18, working with client Bonecutter Development, LLC.

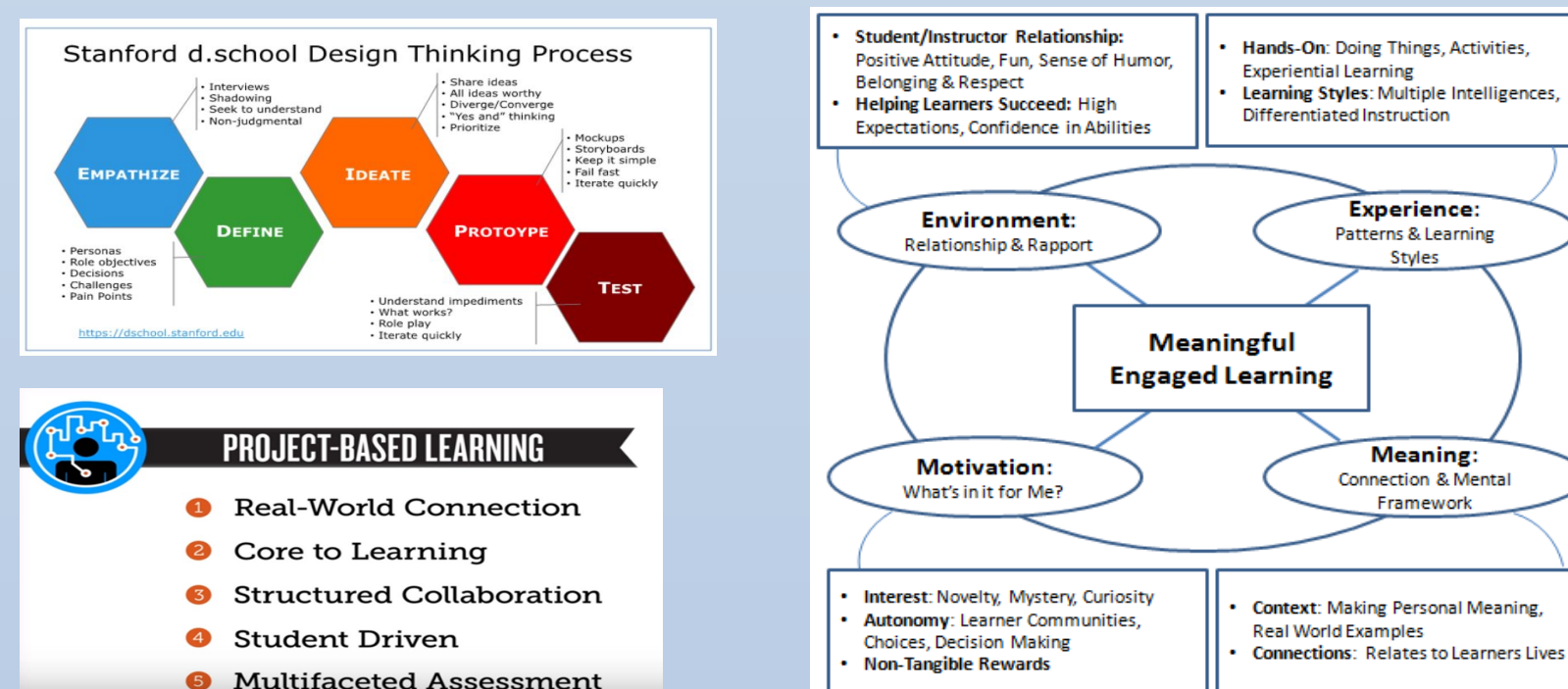
Work was completed by students with two different models: 1) Course Embedded Group Work, 2) Paid Student Agency Positions.
(Please see handout for more details).

The Process

PILOTED BUSINESS FLOW FOR AGENCY – PAYING CLIENTS



Terms



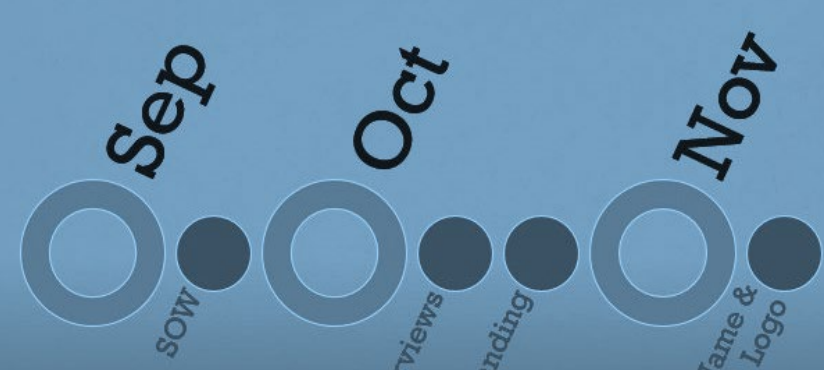
Project Goals

Client Needs: In fall 2017, the Bonecutter family of businesses started to expand their business footprint through an eco-community development project. The clients were asking for help with branding a multi-use development with marketing and communications work, interactive media design, and promotions and communication strategies.

Learning Goals: Applying design thinking to a real-world project, applying discipline-specific project strategies and tactics to achieve goals in collaboration with other learners and the client. This broad goal encapsulate sub-goals for the programs and courses involved.

Project Timeline

PROJECT TIMELINE – FALL 2017



PROJECT TIMELINE – WI/SP 2018



Results



<http://rocksedge.info/>



COMM 321 Work: The Bonecutter family of businesses is developing mixed-use plots for 180-acre area in Morrow County as an eco-community and seeking to revamp their branding as part of that expansion. Communications students worked in teams (three teams, three to four students each) to provide strategic communication for a branding strategy aligned with business owner goals and market factors.

IMD 490 & 495 Work: Rock's Edge was yet to launch. IMD students pitched logo and marketing materials to the clients. The clients were so pleased with the graphics and media that several pieces were implemented for brand launch.

COMM Student Employees from the Urbana campus conducted marketing and news media research and created slogans, promotional print collateral, and a sample press release.

MCM Student Employee created a survey and website that were not utilized by the clients.

Evaluation

COMM 321

- 100% Satisfaction with Course (N = 5)
- 100% Satisfaction with Instructor (N = 5)

IMD 400

- 100% Satisfaction with Course (N = 2)
- 100% Satisfaction with Instructor (N = 2)

IMD 495

- 100% Satisfaction with Course (N = 2)
- 50% Satisfaction with Instructor (N = 2)

Student Employees

- 100% Satisfaction (N = 3)
- Gained New Skills & Self-Confidence

What did you like best about the course?
(COMM 321 written responses from students)

Being able to work on a real-world project was great; I learned a lot.
The real-life experience with the Bonecutter project.

We had the opportunity to work with a client and apply our course learning objectives to a real-life Business scenario as opposed to a case study. It was a valuable learning experience.

Learning Goals → Student Learning Outcomes

IMD OUTCOMES

LO #1: Manage the design and development process for interactive media projects

Project Specifications are essential to determining Learning Objectives with Student Learning Outcomes.

LO #2: Apply team dynamics to collaborate effectively in design teams to design and development interactive media

Tied to LO #1: Students manage the process from needs assessment to project completion and demonstration.

LO #3: Apply technical, organizational, and creative skills to produce interactive media training materials

LO #4: Apply technical, organizational, and creative skills to produce interactive media advertising materials

Tied to LO # 2-5: The collaborative teams are made up of experienced students (Course is a two term sequence IMD490 to IMD 495 where students move from apprentice (490) to expert (managers (495) that models creative teams from industry where managers organize the entire project into creative, technical, and business related tasks that are assigned based on individual team members' strengths.

LO #5: Apply technical, organizational, and creative skills to produce interactive media entertainment activities

COMM OUTCOMES

General Education Outcome was Critical Thinking.

COMM Program Outcome 3: Application of the forms of effective communication.

Org. Comm. (COMM 321) Course Outcome: Identify communication problems and recommend solutions.

Assignment-level Outcomes:

Recommend comm. strategies.
Create comm. deliverables for specific stakeholder groups.
Apply comm. design & message authoring skills to digital communications.
Interact with clients in a professional manner.
Curate samples of work for the student's e-portfolio.

Next Steps



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